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ABSTRACT

A course on free enterprise, part of a high school career curriculum project, is outlined. Seventy-two objectives for the course are listed. An introduction establishes the purpose of studying free enterprise, a state required course, in terms of learning citizenship responsibilities and gaining knowledge of a private enterprise economy. Four general course objectives are listed, followed by the titles of the eleven learning packages which constitute the course. These include: The Idea of Economic Scarcity; Economic Choices; Specialization; The Market System; Government in the Economy; The Consumer in the Economy; The International Economy; The Free Enterprise System; Understanding Taxes; Unemployment - A Social Problem; and Becoming Economically Independent. A reading list, a list of career materials and periodicals in the high school resource center, a list of filmstrip titles on vocational guidance, and a book report form precede the major portion of the guide which contains outlines of each learning package. All packages follow a similar format, consisting of a rationale, objectives, a pre-test, information sources, activities, evaluation, and quest opportunities. Related documents are SO 006 459 and SO 006 461. (KSM)

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THE FREE ENTERPRISE SYSTEM

WESTON L. GENTNER

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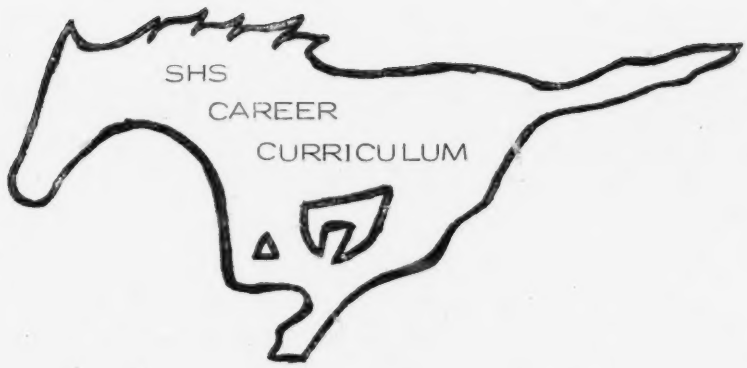
SAHUARITA HIGH SCHOOL

CAREER

CURRICULUM

PROJECT



COURSE TITLE: THE FREE ENTERPRISE SYSTEM

INTRODUCTION

BY

WESTON L. GENTNER

THE FREE ENTERPRISE SYSTEM

OBJECTIVES

1. Students will be able to describe the essentials of the free enterprise system by making comparisons with other systems.

2. Students will be able to list benefits of the free enterprise system.

3. Students will be able to analyze, through prescribe activities, the philosophical and economic rationale underlyingthe free enterprise system.

4. Students will be able to relate self knowledge of themselves with wise vocational choice by studying self evaluations, evaluations by others, and tests.

5. You will be able to design a workable definition for the term scarcity.

6. You will be able to define basic vocabulary terms associated with scarcity.

7. You will be able to explain the role of land, capital and labor as related to scarcity.

8. You will be able to reason that all societies experience scarcity but that some have a greater division between their wants and their ability to satisfy than do others.

9. You will be able to reason that Economic choices are made as a result of scarcity.

10. You will be able to identify basic terms associated with economic choices.

OBJECTIVES (Cont.)

11. You will be able to answer questions related to Economic choices.

12. You will be able to list the three major economic decisions which all individuals and societies must make.

13. You will be able to define, in writing, the term specialization.

14. You will be able to answer questions related to specialization.

15. You will be able to describe how specialization creates interdependence between men, nations, and regions.

16. You will be able to relate that the use of money and trade is necessitated by specialization.

17. You will be able to analyze the value of early vocational guidance and testing.

18. You will be able to answer questions related to the market system in a form of a study guide.

19. Given data you will be able to construct a demand and supply curve on a graph.

20. You will be able to explain how the quanity supplied changes as prices and costs of production vary.

21. You will be able to, when confronted with examples of consumer behavior, explain this behavior on the basis of demand.

22. You will be able to identify the variables which affect price in a free market economy.

OBJECTIVES (Cont.)

23. You will be able to explain the role of the market as an essential force in allocating resources in the free enterprise system.

24. You will be able to answer questions related to the consumer.

25. You will be able to describe the role of the consumer as a vital component of the market economy.

26. You will be able to identify consumers as both byers and investors.

27. You will be able to list aids and protection available to the consumer.

28. You will be able to answer questions related to the government's involvement in the nation's economy.

29. You will be able to explain the sources of government income.

30. You will be able to compare the expenditures of the federal government today with those ten years ago

31. You will be able to develop oppinions towards current government ependitures.

32. You will be able to list major revenue problems of the local and state governments.

33. You will be able to relate how the world economy is semilar to that of a nations.

34. You will be able to explain how specialization and trade are the keys to economic adventure in the world.

35. You will be able to explain how a nation's Foreign transactions are summarized by its balance of Payments.

OBJECTIVES (Cont.)

36. You will be able to relate how our Federal budget is affected by Foreign Nation's.

37. You will be able to explain how the United States is dependent on Foreign Products.

38. You will be able to list our leading import and export nations.

39. You will be able to answer questions associated with the international economy.

40. You will be able to answer questions related to business and labor.

41. You will be able to explain how management organizes and directs business enterprise in the United States.

42. You will be able to explain the law of diminishiny returns.

43. You will be able to identify the risks that business must take in order to achieve profits.

44. You will be able to explain the important role of lavor unions in American economic history.

45. You will be able to relate the price of labor to the forces of supply and demand.

46. You will be able to changes in the Labor Force with growth and changes in the economy.

47. You will be able to demonstrate who must file a tax return.

48. You will be able to complete a Form W-4

OBJECTIVES (Cont.)

49. You will be able to complete a Form W-4E.

50. You will be able to fill out a Form W-2.

51. You will be able to apply for a Social Security Number.

52. You will be able to prepare Form 1040 for a refund with income under $1,700.

53. You will be able to determine the correct withholding exemptions.

54. You will be able to determine whether to itemize deductions or to use tax tables.

55. You will be able to figure the correct tax using the tax tables.

56. You will be able to compute tax on page 2 of Form 1040.

57. You will be able to list deductions on Schedule A.

58. You will be able to prepare Form 1040 for a refund with income under $1,700.

59. You will be able to define unemployment as a pressing social problem.

60. You will be able to distinguish how the United States meets a basic social problem.

61. Through participation in case studies you will be able to answer questions concerning unemployment and unemployment insurance.

62. Through case studies you will be able to determine who is eligivle for unemplcyment insurance.

OBJECTIVES (Cont.)

63. You will be able to identify the different ways decisions are made in specific cases of eligibility.

64. You will be able to identify seven major satisfactions of working.

65. You will be able to list and esplain, in writing, the three approaches in determining what kind of a person you are.

66. You will be able to relate self knowledge of yourself with wise vocational choice.

67. You will be able to identify with people who have succeeded and excelled in the field of your interest.

68. You will be able to gather information and data, evaluate them together into a mental picture or concept which can be used in making a decision concerning a vocation.

69. You will be able to list seven agencies which will help you locate a job.

70. You will be able to list five family problems caused by changes in our ways of living and working.

71. You will be able to define the term standard of living and set realistic goals concerning your own future.

72. You will be able to identify vocabulary terms associated with an occupation.

CONTENTS

I. Introduction

II. Course Objectives

III. Course Outline

IV. Reading Lists

INTRODUCTION

The Study of the Free Enterprise System

Economic understanding is essential if we are to meet our responsibilities as a citizens and as participants in a basically private enterprise economy.

The economic role of government and the complexity of the economic issues with which it deals have gronw enormously in the past fifty years. Since the effectiveness of democratic government depends on the capacity and understanding of the people more of our people must know more about our economic issues objectively and rationally.

Leaders in every walk of life - business, labor, agriculture - need to understand the American economoy, as do the people who work for business and who are the members of the unions.

The over-all objectives of instruction in economics are thus seen to parallel those of the other social studies subject areas - the development of responsible citizenship, the acquisition of skills and competencies needed for effective living in the present and in the future, and the attainment of worthwhile moral, spiritual, and cultural values. In common with other social studies, economics encourages use of objective, rational method of analysis rather than emotional, unreasoned, judgement in dealing with contemporary problems.

Free Enterprise - A requirement

As you are aware, the first session of the Thirtieth Legislature enacted Legislation (HB 299) which requires each high school to give instruction on the essentials and benefits of the free enterprise system.

RELATING TO EDUCATION: PROVIDING FOR HIGH SCHOOL INSTRUCTION IN THE FREE ENTERPRISE SYSTEM, AND AMENDING TITLE 15, CHAPTER 10, ARTICLE 3, ARIZONA REVISED STATUES, BY ADDING SECTION 15-1025.

Be it enacted by the Legislature of the State Arizona:

Section 1. Title 15, Chapter 10, article 3, Arizona Revised Statues, is amended by adding section 15-1025, to read:

15-1025. Instruction in free enterprise system

A. ALL PUBLIC HIGH SCHOOLS SHALL GIVE INSTRUCTION TO THE ESSENTIALS AND BENEFITS OF THE FREE ENTERPRISE SYSTEM. INSTRUCTION SHALL BE GIVEN IN ACCORDANCE WITH THE COURSE OF STUDY PRESCRIBED BY THE STATE BOARD OF EDUCATION FOR AT LEAST ONE SEMESTER, EQUAL TO ONE-HALF UNIT OF CREDIT. THE STATE BOARD OF EDUCATION SHALL PRESCRIBE SUITABLE TEACHING MATERIAL FOR SUCH INSTRUCTION.

B. THE COSTS OF SUCH INSTRUCTION, EXCEPT THOSE OF THE STATE BOARD IN PRESCRIBING THE COURSE OF STUDY, SHALL BE AN EXPENSE OF THE SCHOOL DISTRICT INVOLVED.

C. AS USED IN THIS SECTION "FREE ENTERPRISE" MEANS AN ECONOMIC SYSTEM CHARACTERIZED BY PRIVATE OR CORPORATE OWNERSHIP OF CAPITAL GOODS, BY INVESTMENTS THAT ARE DETERMINED BY PRIVATE DECISION RATHER THAN BY STATE CONTROL, AND BY PRICES, PRODUCTION, AND THE DISTRIBUTION OF GOODS THAT ARE DETERMINED IN A FREE MANNER.

Approved by the Governor - April 16, 1971

Filed in the Office of the Secretary of State - April 19, 1971

COURSE OBJECTIVES

1. Students will be able to describe the essentials of the free enterprise system by making comparisons with other systems.

2. Students will be able to list benefits of the free enterprise system.

3. Students will be able to analyze, through prescribe activities, the philosophical and economic rationale underlying the free enterprise system.

4. Students will be able to relate self knowledge of themselves with wise vocational choice by studying self evaluations, evaluations by others, and tests.

COURSE OUTLINE

Free Enterprise System

Learning Packages

I. The Idea of Economic Scarcity

II. Economic Choices

III. Specialization

IV. The Market System

V. Government in the Economy

VI. The Consumer in the Economy

VII. The International Economy

VIII. The Free Enterprise System

IX. Understanding Taxes

X. Unemployment - A Social Problem

XI. Becoming Economically Independent

READINGS

Free Enterprise System

Text

The Economic Process. Daugherty and Madden

Parallel Readings

Our American Economy. Lindholm and Driscoll

Comparative Economic Systems. Fenton

Readings in Economics.

Classroom Paperback Selection (Economics)

Smith, Adam	The Money Game	500
Asbell, Bernard	The New Improved American	501
National Observer	Living With Inflation	502
Rukeyser, Merryle	Collective Bargaining	503
Rosenblum, Marc	Economics of the Consumer	504
Silver, Isadore	The Law and Economics	505
Roseblum, Marc	How a Market Economy Works	506
Roseblum, Marc	The Stock Market	507
Smith, Kenneth	Taxes	508

CAREER MATERIALS AVAILABLE IN THE RESOURCE CENTER

The following materials are located on the shelves next to the Seminar room. There are also pamphlets available in the first file cabinet behind the circulation desk.

General

Apprenticeship in America

On the Job Training and Where to Get it

Dictionary of Occupational Titles and Supplement

Handbook of Job Facts

Encyclopedia of Careers and Vocational Guidance 2 Vols.

The Unabashed Career Guide

Our World of Work

Jobs to Take you Places Here and Abroad

The Macmillan Job Guide to American Corporations

Choosing Your Career

School Subjects and Jobs

*Careers in the World of Tomorrow

101 Summer Jobs

Your Career if You've Not Going to College

**If You've Not Going to College

Employment for the Handicapped

What Employers Want

The Job You Want

The Opportunity Explosion-The Right Way to Find and Get the Right Job

**What You Should Know Before You Go to Work

How to Get the Job

*Filmstrip
**Filmstrip and record

**Getting and Keeping Your First Job

**Your Job Interview

Art of Job Hunting

Medical and Dental Careers

Aim for a Job in a Hospital

Hospital Health Service

Your Future in Medical Technology

Your Future in Radiologic Technology

Modern Nursing

*Nurse: Careers within a career in professional nursing

So You Want to be a Nurse

Doctors and What They Do

The Physican

So You Want to be a Doctor

Careers in Psychiatry

Your Future in Dental Assisting

Foreign Language Careers

Career Diplomat

Careers with Foreign Languages

Your Career in Foreign Service

Your Future in Translating and Interpreting

Military Service

So You Want to be a Professional Officer

Servicewomen and What They Do

Your Future in the Air Force

Fashion and Beauty Culture Careers

Young Faces In Fashion

Fashion as a Career

Your Future as a Model

***Your Future in Beauty Culture

Your Future in Beauty Culture

Engineering and Electronics Careers

The Engineer

Engineers: Ingenious Contriver of the Instruments of Civilization

Careers and Opportunities in Electronics

Aim for a Job as an Electronic Technician

Your Career in Computer Programming

***Your Future in Data Processing

Your Future in Civil Engineering

Your Career in the Aerospace Industry

Your Future in Aerospace Technology

Secretarial Careers

Your Future as a Secretary

Secretarial Careers

Your Future as a Shorthand Reporter

Civil Service Careers

Your Career in Civil Service

Your Career in Federal Civil Service

***Cassettes

Automotive Careers

Find a Career in Auto Mechanics

***Auto Mechanic

Aim for a Job in Automobile Service

Your Future in the Automotive Industry

Journalism and Writing Careers

Your Career in Journalism

Writing as a Career

Farming and Landscaping Careers

Your Future in Landscape Architecture

Your Future in the Nursey Industry

Your Future in Agriculture

Food and Hotel Careers

Your Future in Hotel Management

Your Career in the Wonderful World of Hotels and Motels

Aim for a Job in Restaurants and Food Service

Selling Careers

Your Future in Direct Selling

Careers in Department Store Merchandising

Your Future in Retailing

Your Future in Insurance

Your Future in Real Estate

Other Careers

Conservationists and What They Do

Your Future in the Credit Field

Aim for a Job in the Pipe Trades

Aim for a Job in Appliance Service

Aim for a Job in Welding

Careers in the Building Trades

Aim for a Job in Drafting

Your Future in Photography

Your Future in Printing

Careers and Opportunities in Commercial Art

Aim for a Job in Graphic Design/Art

Careers and Opportunities in Science

Aim for a Job in Air Conditioning and Refrigeration

Your Career in Law Enforcement

Careers in Social Work

Your Career in TV and Radio

Your Place in the Merchant Marine

Your Future as an Airline Stewardess

Your Future as a Pilot

Your Future in the Trucking Industry

Your Future as a Home Economist

Veterinarians and What They Do

So You Want to be an Accountant

PERIODICALS IN THE RESOURCE CENTER

(Unless otherwise indicated only current school year is available)

American Heritage - Dec. 1954 - (indexes)

American History Illustrated - April 1966

American Home

American West - August, 1967-

*Arizona and the West - 1959

ARizona Highways - 1964

*Atlantic - Sept. 1966-

Better hOmes and Gardens

Business Week

Changing Times - Sept. 1969

Chemistry - 1968

Chess Review

Consumer Reports - 1967

Current History - Sept. 1966 - Aug. 1968 - July 1969-

Ebony

El Grito - Fall, 196[illegible]

Farm Journal

Field and Stream

Glamour

Good Housekeeping

Guns Magazine

*Harper's - Sept. 1966-

Holiday - Sept. 1969-

Horizon - Summer, 1969-

Horseman

Hot Rod

Ladies Home Journel

*Life - 1966-

Look - 1968 (1968 Micro-film)

McCall's

Mademoiselle

Mankind - Vol. 2-

Mechanic Illustrated - July 1969

Modern Bride

Motor Trend

Natural History - June 1969-

National Geographic - 1961

*Newsweek - 1966-

Outdoor Life

Popular Electronics

Popular Mechanics - Jan. 1968-

Popular Photography - Jan. 1968

*Popular Science - Jan. 1968-

*Reader's Digest - 1965

Saturday Review - Aug. 1967-

Scholastic Coach

*Science Digest - July 1968

Science News

*Scientific American - 1965

Senior Scholastic

Seventeen

Soviet Life - Sept. 1969

Sports Afield

Sports Illustrated - January, 1970-

*Time - 1966-

Today's Health - Jan. 1970

*U.S. News - 1966

Western Horsemen

Newspapers:

Arizona Legislative Review - July 1970

Arizona Daily Star

*Back Issures on Micro-film

FILMSTRIPS ON VOCATIONAL GUIDANCE

V-1 Your Future in the Changing World of Work

V-2 Receptionist

V-3 Automobile Mechanic

V-4 TV and Radio Repair

V-5 Tool and Die Maker

V-6 Electrician

V-7 Printer

V-8 Sheet Metal Worker

V-9 Fixing A Flat Tire

V-10 Waitress

V-11 Medical Assistant

V-12 Real Estate Sales

V-13 Cook

V-14 Automotive Sales Representative

V-15 Sheet Metal Worker

V-16 Data Processing Clerk

V-17 Gas Station Attendant

V-18 Stocker in a Supermarket

V-19 Nurses Aid

V-20 The Variety Store

V-21 School Cafeteria Worker

V-22 The Job Interview

V-23 Careers in the World of Tomorrow

V-24 Would You Like to Sell

V-25 How About Office Work

V-26 Would You Like Hospital Work

V-27 Want to Work in a Laundry

V-28 How About Being an Electronics Assembler

V-29 How About Being a Key Punch Operator

V-30 Would you Like to be a Cashier

V-31 Do You Love Animals

V-32 Do You Like Flowers

V-33 Do You Like Sports

V-34 Office Workers

V-35 Hairdresser

V-36 Vending Machine Routeman

V-37 Hospital Workers

V-38 Gas Station Attendant

V-39 T.V. Repairman

V-40 Medical Laboratory Assistant

V-41 Nurse's Aide

V-42 Optical Technician

V-43 Optometric Assistant

V-44 Dental Laboratory Technician

V-45 Dental Assistant

V-46 Radiology Technician

V-47 Medical Photographer

V-48

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V-71 A New Horizons: Careers in School Food Service

V-72 Your Future in Elementary School Teaching

V-73 Jobs for High School Students

V-74 An Overview of Technical Education

V-75 Should You Go to College

V-76 Who Should Go to a Community College

V-77 If You've Not Going to College

V-78 High School Course Selection and Your Career

V-79 Why Work at All

V-80 Choosing Your Career

V-81 Your Job Interview

V-82 What You Should Know Before You Go To Work

V-83 Trouble at Work

BOOK REPORT FORM

Name: Period:

Title:

Author:

Theme (Central Purpose):

Brief Synopsis of Plot:

Setting: Time Place:

Beginning Situation:

Complications:

Climaz-Highest point of interest:

Book Report - Page 2

Denouement (final unraveling of plot; solution; how it ends)

Characters -- Protagonist and Antagonist -- Personality and Characteristices of one character

Personal comments or evaluation (Were you glad you read it? Why? Is it worth reading? Why? Explain)

Style (The arrangement of words in a manner which at once best expresses the individuality of the author and the idea and intent in his mind.)

Tone (Mood or attitude): Formal, informal, intimate, solemn, playful, serious, ironic, condescending, mock-serious, etc.

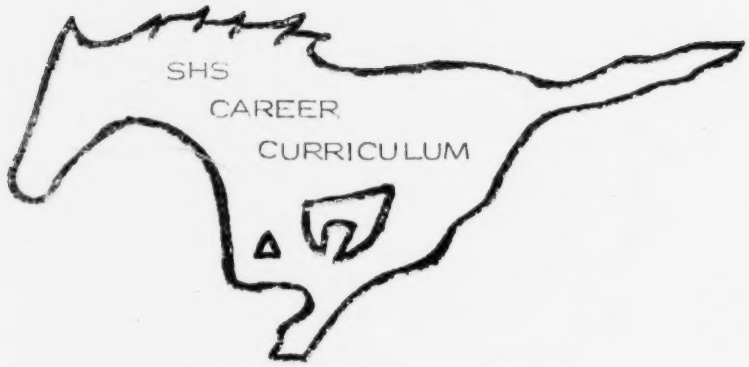
Number of pages_____ Date started_____ Date finished_____

SAHUARITA HIGH SCHOOL

CAREER

CURRICULUM

PROJECT



COURSE TITLE: THE FREE ENTERPRISE SYSTEM

PACKAGE TITLE: THE IDEA OF ECONOMIC SCARCITY
UNIT #1

BY

W. L. GENTNER

CONTENTS

I. Rationale

II. Objectives

III. Pre Test

IV. Infomration Sources

V Activities

VI. Evaluation

VII. Quest Opportunities

THE IDEAL OF ECONOMIC SCARCITY

Rationale

The study of economics is the investigation of all the ways man chooses to allocate material resources to satisfy his wants. As men exchange goods and services to satisfy their various unending wants, this allocation of resources takes place. Since there are never enough resources to satisfy all human wants, scarcity of resources is man's basic economic problem. This unit is concerned with this basic economic problem.

Objectives

1. You will be able to design a workable definition for the term scarcity.
2. You will be able to define basic vocabulary terms associated with scarcity.
3. You will be able to explain the role of land, capital and labor as related to scarcity.
4. You will be able to reason that all societies experience scarcity but that some have a greater division between their wants and their ability to satisfy than do others.

Self Test

1. Why do even wealthy nations experience scarcity?
2. Why does man's economic reach always seem to exceed his economic grasp?
3. Why do wants increase at a faster rate than the means of satisfying them?
4. How does poverty in the United States differ from poverty in an under developed nation?
5. Cite several examples to indicate that scarcity exists in the United States.

Information Sources

"The Economic Process" Chapter 1 pp. 16-29

Parallel Readings

"Our American Economy" Chapter 1 pp. 12-29

Activities

I. Answer the following study questions and identify the terms. (30 points)

1. What is the fundamental economic problem facing all men at all times?

2. Why is there a persistent gap between wants and means?

3. Define the economic term, productive resources.

4. Why is technology important to the economic process?

5. Why are invention and innovation necessary for economic growth?

6. Define the economic terms, land, labor and capital.

7. What are economic goods?

8. Why is the middle class important to the United States economy?

9. What constitutes a nation's real capital?

10. What is conspicuous consumption?

11. Why are capital goods necessary for economic growth?

12. What is meant by a minimum income level?

Identify the following terms:

Economics
Productive Resource
Capital
Labor Force
Technology
Human Resources
Natural Resources
Real Capital
Real Income
Factors of Production

II. Analyze each of the following economic problems. (5 points each)

1. Suppose that it were possible overnight to double the amount of productive resources in America. Would scarcity still exist? Could a point ever be reached, by doubling and redoubling, at which all economic goods would be free goods?

2. Assume that natural resources now available will become scarcer and scarcer. What possible new materials and techniques might be employed in supplying the wants of an ever growing world population?

3. Levels of scarcity vary widely from nation to nation, and in some countries, starvation is the rule rather than the exception. Is it now time for the affluent nations to share more of their wealth with the straving nations of the world? Do our common interests as human beings supersede national boundries?

III. Compare scarcity in the United States with that of some other country. You will need statistics on income, production and standard of living (from an encyclopedia or other source). This comparison should include land, labor, and capital. List all reference materials. (25 points)

Evaluation

Quest Opportunities

1. Read and make a report on (written or orally) one of the articles in the Readings of Economics 1972. (15 points each)

2. Compare and contrast the ideas of Adam Smith concerning economics with those of Karl Marx. List all sources of information. (10-30 points)

3. Make a book report on a book from the approved reading list. Obtain a book report form from the teacher. (15-35 points)

SAHUARITA HIGH SCHOOL

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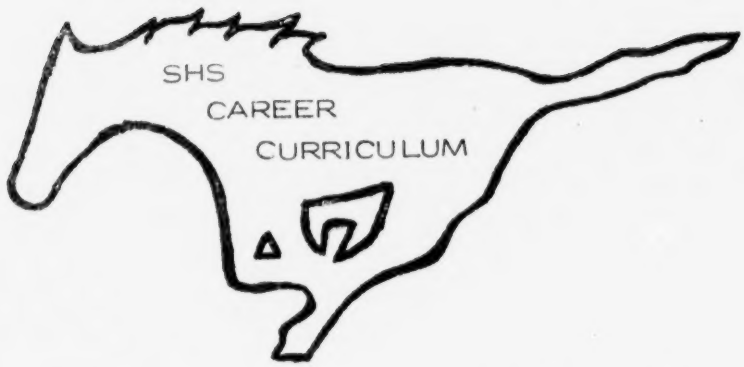

COURSE TITLE: FREE ENTERPRISE SYSTEM

PACKAGE TITLE: ECONOMIC CHOICES
UNIT 2

BY

W. L. GENTNER

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I. Rationale

II. Objectives

III. Pre-Test

IV. Information Sources

V. Activities

VI. Evaluation

VII. Quest Opportunities

ECONOMIC CHOICE

Rationale

Man must make choices about how to allocate the scarce material resources. Economists have found that man must satisfy his needs before he can satisfy his wants. He must satisfy the needs for food, clothing and shelter. These needs exert great influence on man's choices because they are so important to his well-being. Resources used to satisfy these needs are necessities of life.

The limited supply of resources means that man must choose to use a resource either one way or another. Once man chooses to use a resource in a certain way to satisfy a need or want, that resource is unavailable to use in another way. The unsatisfied want is considered the cost of the choice to use the material resource in a particular way.

The purpose of this unit is to see how a nation must decide to allocate the nation's resources in an attempt to satisfy the people's needs and wants.

Objectives

1. You will be able to reason that Economic choices are made as a result of scarcity.
2. You will be able to identify basic terms associated with economic choices.
3. You will be able to answer questions related to Economic choices.
4. You will be able to list the three major economic decisions which all individuals and societies must make.

5. You will be able to explain, in writing, the principle of opportunity cost and the principle of least cost.

6. You will be able to relate how the three economic questions are determined by that societies economic system, its goals, and its political organization.

Pre-Test:

1. How does a society decide what shall be produced?

2. Why do some members of a society receive more goods and services than do others?

3. How do societies formulate their goals.

Information Sources

The Economic Process Chapter 2 pp. 30-45

Parallel Readings

Comparative Economic System Chapter 2 pp. 10-18

Activities

I. Answer the following study questions and identify the terms. (30 points)

1. What are the three decisions all economic societies must make?

2. What principle is used predominantly to determine how goods and services will be distributed in the United States?

3. What are some national economic goals which most Americans would accept?

4. What are the elements of total output, or Gross National Product, as defined by the United States government?

5. What is the difference between primary goods and services and government goods and services?

6. Contrast the incentive principle with the principle of "to each according to his need."

7. Identify the following vocabulary terms:

Economic Analysis	Gross National Product
Economic Policy	Opportunity Cost
Consumer Goods	Incentive Principle
Producer's Goods	Progressive Taxation
Investment Goods	Economic Goals

II. Principle of least cost (10 points)

You readily see the principle of least cost; however, being oriented to a technical society, you often assume that the mass-production, assembly-line methods of production, with which you are most familiar, are the most efficient. The following example may enable you fully to understand the least-cost principle.

Assume that 10 men can shovel 5 cubic yards of earth in one hour for which each is paid $1. A bulldozer can move the same 5 cubic yards of earth in an hour for a total cost of $12 per hour (this cost represents fuel, initial capital investment, depreciation, and operator's salary). Which is the more efficient way to move the earth, using men or using a bulldozer?

(a) Now, assume that the laborers demand a 20¢ per hour pay increase. Will this change your decision? What if the demand was for an increase of 25¢ per hour?

(b) Returning to the first situation, what if a technological breakthrough enabled the bulldozer to move 5 cubic yards for $9.82 per hour? Would this change your method of production?

(c) Finally, suppose that an influx of laborers drives wages down to 80¢ an hour from $1.25 in (a) above. How would this affect your method of moving earth? Under such circumstances, what would you do with the bulldozer?

III. Analyze one of the following economic questions. Your analysis should be at least one page in lenght and all resources must be listed. In your analysis make sure that you have answer each of the individual questions. (25 points)

1. Ben Franklin said that "a penny saved is a penny earned". Considering the saved penny as a form of investment goods, what is the earned penny? However, what if everyone saved all of his pennies? Is there a necessary balance between investment goods and consumer goods? Is Franklin's statement true?

2. During World War II, the United States spent over $350 billion on goods and services to defeat Germany and Japan. These were the financial costs of the war. What were the opportunity costs? Considering the fact that war destroys more goods and services than it creates, why are the opportunity costs even greater during wartime than during times of peace?

3. The authors of the text state that the incentive principle rewards persons according to the contribution they make to production. A TV personality may receive over $10,000 per week while a plumber may earn about $200 per week. Does this mean that the plumber contributes less to production than does the TV personality? What does the fact that the highest paid persons in the United States are show business and sports personalities suggest about the value system in America?

IV. It has been established that choices broaden as a society becomes richer, and the concept of necessities changes over time. Make brief comparison of the standard of living in 1770, 1870, and 1970. (list all sources of information) (20 points)

V. An uncle leaves you $100, which you may spend as you wish among the items listed below. Number your choices in order of preference.

____Radio ($30)

____Subscription to a Magazine ($10)

____Two tickects to a ballgame ($10)

____Five records ($20)

____New dress or sports jacket ($30)

____Savings account deposit (up to $100)

____Two theater tickets ($10)

____Contribution to a civil rights organization (up to $100)

____Twelve paperback books ($20)

____Five swimming, tennis, or skiing lessons ($30)

This will be used as a basis for dicussion. Turn in your choices. (5 points)

VI. Scarcity and choices

A city has $600,000 left in its treasury. Among the many things the city needs to have done, three are particularyly pressing. Ten streets are in serious disrepair; each will cost $60,000 to repave. Some of the cages and the roof of the zoo are dilapidated; it will cost $300,000 to make all of these repairs. Ten bridges need painting, each at a cost of $10,000.

You are to act as a consultant to the city council to help the members plan how to spend the available $600,000. List your choices below, in the left-hand column. In the right-hand column, indicate the cost by listing what cannot be done. Turn in when complete. (15 points)

Choices (what is to be done)	Costs (what cannot be done)

Evaluation

Quest Opportunities

1. Book Report - Make a book report from the approved reading list. Obtain a book report form from the teacher. (15 - 35 points)

2. Read and make a report (written or orally) on one of the articles in the Readings of Economics 1972 pp. 1-41 (15 points)

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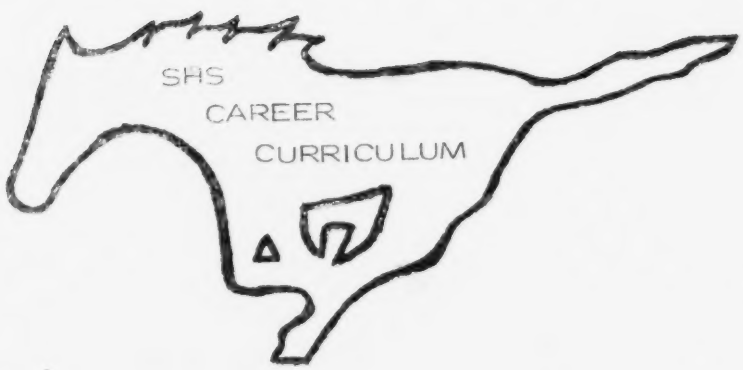

COURSE TITLE: THE FREE ENTERPRISE SYSTEM

PACKAGE TITLE: THE CONCEPT OF ECONOMIC SPECIALIZATION
UNIT #3

BY

W. L. GENTNER

CONTENTS

I. Rationale

II. Objectives

III. Self-Test

IV. Information Sources

V. Activities

VI. Evaluation

VII. Quest Opportunites

THE CONCEPT OF ECONOMIC SPECIALIZATION

Rationale

In the economic system of the United States no one produces for himself all the goods or services that he needs or wants. More can be produced for the nation when people, cities, states and regions specialize in producing certain goods and services.

The purpose of this unit is to observe serval kinds of specialization, so that you may see that specialization causes people, cities, states, and regions to be interdependent for the fulfillment of their economic needs.

Objectives

1. You will be able to define, in writing, the term specialization.
2. You will be able to answer questions related to specialization.
3. You will be able to describe how specialization creates interdependence between men, nations, and regions.
4. You will be able to relate that the use of money and trade is necessitated by specialization.
5. You will be able to analyze the value of early vocational guidance and testing.

Self-Test

1. What benefits are derived from specialization?
2. What are the costs of specialization?
3. Why is specialization a necessary ingredient in a modern economy?
4. Why can it be said that an economic system is created when people begin to specialize?

Information Sources

The Economic Process Chapter 3 pp. 46-61

Activities

I. Answer all of the following study questions and identify the terms. (30 points)

1. List three reasons why specialization makes for increased efficiency.

2. What are some disadvantages of specialization?

3. What is economic interdependence?

4. What is the relationship between specialization and trade?

5. Why is it quite possible that a store using five workers might be able to handle six or more times the volume of business possible in a one man store?

6. What nineteenth-century invention greatly increased regional specialization?

7. What is an economic region?

8. How does an ecnomic region differ from a political region?

9. Why is the value of specialization not to be judged only in terms of econmic efficiency?

Identify the following terms:

Specialization	barter
division of labor	economic integration
Social economy	economic mobility

II. The authors of the text state that specialization promotes a higher standard of living. List at least three specific examples to support this hypothesis. (50 points)

III. Vocational testing and guidance have become increasingly important in the public schools. Some career planning is beginning as early as the elementary grades. Answer the following questions concerning vocational guidance. (Your own oppinion)

1. What are the implications of this early channeling of people into particular careers?

2. Should students specialize on the high school level or should specialization wait until college?

3. Are there risks that talented persons will be directed into the wrong specialty?

4. Do you think that school guidance personnel have too much power in shaping a student's future?

These questions and answers to these questions will be the basis for a class discussion. Turn in your written answers. (20 points)

IV. James Hoffa, formerly the president of the teamsters' Union, once boasted that he could starve the nation in three weeks by pulling all the trucks off the highway with a teamsters' strike. Exaggerated or not, this statement points up the dependence of people on each other. Specialization has promoted such interpendence and the rise of powerful interest groups. Analyze these following questions on paper. (15 points)

1. Are there ways in which a society can enjoy the benefits and yet not have to suffer the consequences of specialization?

2. Should controls be put on organizations of men who have great power over the economy?

3. For example, what groups should be controlled?

Evaluation (100 points)

Quest Opportunities

1. Compare and contrast the ideas of Adam Smith concerning economics with those of Karl Marx.

2. Collect newpaper articles about current strikes and report on their effects on the economy.

3. A person or committee might report to the class on the principle economic enterprises located in this area (Tucson-Nogales) and the reasons why they are located where they are.

4. A person or committee might gather information on the prices of custom-made articles of clothing compared with those of similar articles that are mass-produced. Report your findings to the class.

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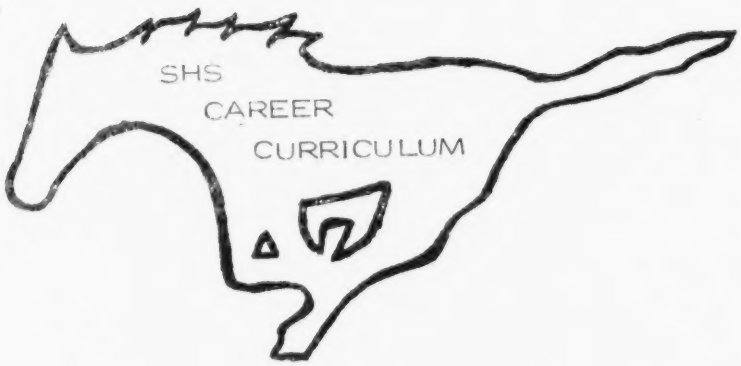
CURRICULUM

PROJECT



COURSE TITLE: THE FREE ENTERPRISE SYSTEM

PACKAGE TITLE: THE MARKET SYSTEM
UNIT #4

BY

W. L. GENTNER

CONTENTS

I. Rationale

II. Objectives

III. Self-Test

IV. Information Sources

V. Activities

VI. Quest Opportunities

THE MARKET SYSTEM

Rationale

The market system is one in which individual consumers choose which goods and services they want in order to satisfy their needs. In this unit we will see how producers of goods and services compete with each other to entice the consumer to choose their particular product.

In the market system, demand and supply of a good or service will largely set its price. We will take a look at how demand and supply affect price.

Objectives

1. You will be able to answer questions related to the market system in a form of a study guide.
2. Given data you will be able to construct a demand and supply curve on a graph.
3. You will be able to explain how the quanity supplied changes as prices and costs of production vary.
4. You will be able to, when confronted with examples of consumer behavior, explain this behavior on the basis of demand.
5. You will be able to identify the variables which affect price in a free market economy.
6. You will be able to explain the role of the market as an essential force in allocating resources in the free enterprise system.

Self-Test

1. Why is conflict inherently a part of the free market system? What is its effect upon the system?
2. How do businesses decide exactly how much of a product to produce and at what price to sell it?

3. How does competition in markets prevent any seller from determining the price of any good or service?

4. Why do some workers earn much more money than other workers?

Information Sources

The Economic Process Chapter 5 pp. 86-99

Parallel Readings

Readings in Economics 1972 pp. 76-158
Our American Economy Chapter 1 & 2, pp. 12-55

Activities

I. Answer the following study questions: (25 points)

1. How do firms measure consumer demands?

2. What is the function of prices in the American market system?

3. How are the three basic economic questions answered in a market economy?

4. What three groups constitute the major decision makers in the market system?

5. How are technology and the least cost method of production related?

6. What determines the income from a productive service?

7. How does consumer demand affect the distribution of income?

8. What is the law of supply and demand?

9. What changes in supply or demand can increase prices? What changes can decrease prices?

Identify the following terms:

Consumer	Substitution effect
Consumer demand	Supply schedule
Demand schedule	Equilibrium price

II. Construct a demand curve for the following data: (See page 94 in the text for examples) (15 points)

Price	Number of units Which will be Purchased
$1.00	500
1.10	465
1.20	430
1.30	385
1.40	350
1.50	310

What is the general shape of the curve?

How many units would be bought at $1.25?

III. Using the same graph as for Number 1, construct a supply curve for the following data: (15 points) (See page 95 in the text for examples)

Price	Number of Units which will be offered for sale
$1.00	110
1.10	185
1.20	215
1.30	275
1.40	315
1.50	400

What is the general shape of the curve?

How many units will be offered for sale at $1.25?

What is the equilibrium price per unit?

IV. This chapter discusses the law of supply and demand. You will find that three factors influence the demand for any product or service:

1. Demand depends in part upon people's tastes, which can be influenced by everything from advertising to the weather.

2. Demand depends in part upon people's income. When income drops, as during a strike or recession, people cut back on their spending.

3. Demand depends inpart on the availability of substitute products or services.

You are to choose a particular product or service, and interview a person who sells it in your community or area. He (or she) may be a druggist, a grocer, a shoe repairman, a laundry man, a tailor, or any other merchant. Ask him if there have been fluctuations in the demand for his product or service over the past year. For example, did he sale more or less of his product or service during some months? If so, ask him what he thinks caused the fluctuations. If not, ask him why the demand remained steady. Write your findings down on paper to be handed in. (25 points)

Evaluation (100 points)

Quest Opportunities

1. Book Report - select a book from the approved reading list. Obtain a book report form from the teacher. (15-35 points)

2. Read and make a report (oral or written) on one of the articles in the (Readings of Economics 1972) pp. 76-159. (10-20 points)

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CAREER

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PROJECT

THE FREE INTETIRISE SYSTEM

THE CONSUMER IN THE ECONOMY

UNIT 5

BY

MR. GENTNER

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I. Rationale

II. Objectives

III. Self test

IV. Information sources

V. Activities

VI. Evaluation

VII. Quest opportunities

THE CONSUMER IN THE ECONOMY

Pationale

This unit deals with problems facing the american consumer. We will see why family sperding and income are basic forces in our economy. I analyzes the difficulties encountered by fanilies in getting their money's worth and maintaining income.

Objectives

1. You will be able to answer questions related to the consumer.
2. You will be able to describe the role of the consumer as a vital component of the market economy.
3. You will be able to identify consumers as both byers and investors.
4. You will be able to list aeds and protection available to the consumer.

Self test

1. Do consumers have influence in allocating resources to different kinds of production? What is that influence?
2. Should every one receive the same incone? Why or why not?

Information Sources

The Economic process
Chapter 11 pp. 206-223

Activities

I. Answer all of the following study questions and Identify the terms. (25 points)

1. Define level of living; standard of living.
2. What is per capita income?
3. What is meant by the term median income?
4. On which groups does inequality of job opportunity fall the heaviest?
5. What is happening to income distribution in the United States?

6. What is a discretionary item?

7. What is an individuals credit rating?

8. What is a loan shark?

9. How does dividends differ from capital gains?

10. What is a speculator.

11. What is a mutual fund?

poverty	term insurance
capital gain	endowment oplicy
caveat emptor	annuity oplicy
portfolio	social security

II. Write an editorial entitled

(a) "Consumers Do Not Make Intelligent Use of Available Aids" or
(b) "Living on A Budget Can be Easy."
turn in your work (15 points)

III. Advertisers, marketing experts, and retailers use subtle techniques to win over customers. Collect a series of ads from news papers or magazines and analyze them for the techniques they employ. List these techniques and answer the following questions:

1. Are their appeals rational or emotional?

2. Do they involve errors in reasoning?

3. Did you encounter any problems in determining the price of the article for sale? If so, what?
(15 points)

Iv. Consumer credit has been called a great help and a great curse. Make two lists, listing advantages and disadvantages of buying items on credit. (10 points)

V. Do a report on the work carried on by one of the agencies of the Federal, State, local governments or by individuals (such as Ralph Nader) for the protection or aid of consumers. (25 points)

VI. Write an editorial or draw a cartoon to emphasize the citizin's duties concerning taxation. (25 points)

Evaluation

Quest Opportunities

1. Investigate what various consumer services, such as Consumers Union and consumers Research, have reported on identical groups of products. To what extent ate the reports in agreenent? TO what extent do they disagree? (10-20 points)

2. Many businesses have formed credit buteaus to protect themselves against poor credit risks. Through a personal telephone interview find out how an individual's credit rating is derermined. turn in written report or report orally to class. (15-25 points)

3. Prepare a list or chart indicating the vartous wags in which an individual may save and invest money. (10-15 points)

4. By visiting or telephoning a Bank or Savings and Loan Association and a realestate office, investigate the steps to be taken in buying a house on a mortgage Arrangement. (10-20 points)

5. From a local financial institution, obtain data on the cost of a consumer loan. This information may or may not be contained in their advertisements. Be sure to obtain the true interest rate according to the terns offered by each institution. (10-15 points)

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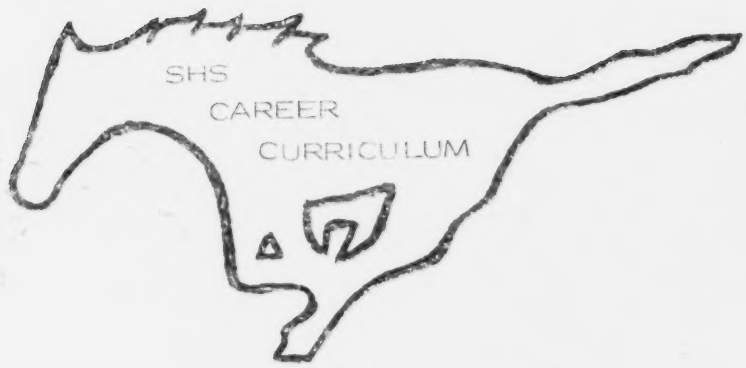
CURRICULUM

PROJECT



COURSE TITLE: THE FREE ENTERPRISE SYSTEM

PACKAGE TITLE: GOVERNMENT IN THE ECONOMY
UNIT #6

BY

W. L. GENTNER

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I. Rationale

II. Objectives

III. Self-Test

IV. Information Sources

V. Activities

VI. Evaluation

VII. Quest Opportunities

GOVERNMENT IN THE ECONOMY

Rationale

Laws enacted by the national government regulate the economic activity of the nation so that all the interests of the people will be served by the economic system. In this unit we will see that these laws set standards for products, minimum wages for workers, and procedures to ensure safe production of goods. The government also grants monopolies to firms that supply public utilities, such as water, electricity, and telephone services. Government agencies regulate the communication and transportation facilities among the people of different states to ensure proper movement of goods and services from state to state.

Objectives

1. You will be able to answer questions related to the government's involvement in the nation's economy.
2. You will be able to explain the sources of government income.
3. You will be able to compare the expenditures of the federal government today with those ten years ago
4. You will be able to develop oppinions towards current government expenditures.
5. You will be able to list major revenue problems of the local and state governments.

Self-Test

1. How does the government decide how high taxes will be?
2. What is the national debt?

3. How could a person earn $100,000 a year, yet pay no income tax?

4. Should the federal government help shoulder the mounting financial burden of the cities?

Information Sources

The Economic Process Chapter 12, pp. 225-243

Parellel Readings

Our American Economy Chapter 11 and 12, pp. 249-295

Investigating Man's World Economics, pp. 16-31

Activities

I. Answer the following study questions. (25 points)

1. What percent of the nation's output does government buy? What percent of the nation's labor force is employed by government?

2. What constraints operate to limit government spending?

3. How does a progressive tax differ from a regressive tax?

4. What are capital gains?

5. What is the benefit cost principle?

6. What is the function of the federal budget?

7. What is an appropriation?

8. What is the primary source of federal debt?

9. What is the source of most of the federal government's income?

10. For what are the major expenditures of state and local governments made?

11. What strategies are available for dealing with financial problems of state and local governments?

Identify the following terms:

Spillover
Private costs
Social costs
Collective goods
Private goods
Progressive tax
Regressive tax
Tax exclusion
Tax exemption
Tax deduction
Benefit cost analysis
Unified budget
Appropriations
Transfer payments
Taxable income

II. Select a current controversial proposal for government expenditure. List the various viewpoints and agruments concerning the proposal. Now write a viewpoint of your own on this particular proposal. This information should be turned in along with a list of references (magazines or newspapers) from which you obtained your information. (15 points)

III. Compare the expenditure of the federal government for the past year with those ten years ago (use chart page 25, Investigating Man's World). Now consider and respond on paper to the following:

A. Which items of the budget shows the greatest increase?

B. Do you think the results of these increase expenditures justify the added expense?

C. List factors which you feel are important in the increase of expenditures for this 10 year period.

This information will be turned in and used as the basis for a class discussion. (15 points)

IV. Respond to this statement:

"Our tax laws tend to favor the very poor and the very rich and to penalize the middle-income earner."

Answer and turn in these questions: (15 points)

A. Do you think this is true?

B. What advantage do rich men have over less wealthy persons in preparing their tax returns.

C. Why might rich people be more effective in influencing tax legislation than middle and lower income earners?

D How do you think the tax laws could be made more equitable?

Evaluation (100 points)

Quest Opportunities

1. Make a report (written or oral) on the work carried on by the agencies of the federal, state, and local governments for the protection or aid of consumers. (15-25 points)

2 The authors make the general statement that increases in the federal debt have accompanied wars and recessions. Prepare a graph on the levels of the federal debt since 1920 and indicate the date of wars. Is there a strong relationship between war and increased debt? Why does the government borrow during time of war instead of increasing taxes enough to pay for the costs of the war? (10-15 points)

3. Governments at all levels are actively engaged in programs which are intended to improve the public welfare. Interview an official in one of these agencies. Determine the function of the agency, the size of its budget, and the source of its income of its income. How does the agency measure the benefits it provides for society? What is the agency's greatest problem? 925 points)

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CAREER

CURRICULUM

PROJECT

THE FREE ENTERPRISE SYSTEM

THE ENTERNATIONAL ECONOMY

UNIT 7

BY

MR. GENTNER

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I Rationale

II Objectives

III Information Sources

IV Activities

V Evaluations

VI Quest Opportunities

THE INTERNATIONAL ECONOMY

Rationale

Every day of your life you will be using goods produced, wholly or in part, by the people of other nations. And they will be using goods produced by you and your fellow Americans. In this unit we will take a look at the means by which these goods are exchanged among nations.

Objectives

1. You will be able to relate how the world economy is similar to that of a nations.
2. You will be able to explain how specialization and trade are the keys to economic advinture in the world.
3. You will be able to explain how a nation's Foreign transactions are summarized by its balance of Payments.
4. You will be able to relate how our Federal budget is affected by Foreign Nation's.
5. You will be able to explain how the United States is dependent on Forign Products.
6. You will be able to list our leading import and export nations.
7. You will be able to answer questions associated with the international economy.

Pretest

1. How does trade between New York and Paris differ from trade between Chicago and San Francisco?
2. How might a deficit in a Nation's balance of payments affect the every day lives of it's citizens?
3. How can international trade and capital exports be used for National Political purposes?

Information Sources

The Economic Process Chap. 20 pp.403-427

Activities

I. Answer the following questions and identify the terms. (25 points)

1. What determines the monopoly power of a country whose foreign trade is controlled by the government?

2. What factors combine to restrict the flow of labor from country might tend to discourage investment by foreigners?

3. What political conditions within a country might tend to discourage investment by Foreigners?

4. What is B/P account on goods and services? The B/P capital Account?

5. What is a favorable balance of trade?

6. What factors account for the international movement of Capital?

7. In what ways has the gold standard been modified since 1930?

8. What are the possible effects of devaluing the dollar?

9. What measures has the United States adopted in order to restrict international out payments?

Balance of Payments	Exchange rate
B/P Surplus	Gold standard
B/P deficit	International Monetary Fund
	Devaluation

II. By a collection of news items and magazine articles, show that the Federal budget of the United States is greatly affected by our relations with Foreign Nations. (15 points)

III. We are often unaware that many of the products we enjoy come from foreign countries. Take an inventory in your home and determine the number and kind of products which have been made at least in part, in foreign countries. Turn in a list of these items. (10 points)

IV. Countries A, B, and C all trade with one another. All are on a modified gold standard, and exchange rates have been relatively stable. Answer all questions.

1. Country A decieds to edvalue it's currency by 14 percent

What would happen to the price of country as products in country B? What would happen to the price level in country A?

2. Inflation hits country C. What happens to prices within the country? What happens to the price of country C's goods in country B.

3. Country A is plagued B/P deficit. What alternatives might it use to remedy this situation? What are the advantages and disaduantages of each? What is the likely response of country B and country C to each of the alternatives? In the long run, which of the possible solutions is most advantageous?

Turn in your results (20 points)

V. From current text books or resource cinter materials list America's leading exports and inports. Also list the countrys which are our best customers? Which are our best suppliers?

Turn in this information. (15 points)

Evaluation 100 points

Quest Opportunities

1. Draw a cartoon or write an Editorial to illustrate (a) the American Consumer's dependence on foreign trade or (b) the obstacles to growing world trade. (10-20 points)

2. Prepare a chart for class displaying to illustrate how goods and services are paid for in international trade. (10-20 points)

3. The restrictiny of immigration is still a conduct a survey of your community to determine:
   A. What percent of the people sampled prefer restriction immigration?

4. Compare and contrast the ideas of Adam Smith concerning economics with those of Karl Marx. (15-35 points)

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CURRICULUM

PROJECT

THE FREE ENTERPRISE SYSTEM

FORCES IN THE U. S. ECONOMY

UNIT 8

MR. GENTNER

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I. Rationale

II. Objectives

III. Pre-test

IV. Information Sources

V. Activities

VI. Evaluation

VII. Quest Opportunities

Forces in the United States
Economy: Business and Labor

Rationale

In our economy, privately owned business enterprises of all kinds, ranging in size from one- man firms to grant corporations with terms of thousands of employees, produce almost limitless vatiety of goods and services.

The American's labor force makes plssible the production of these goods and services in our economy. In this unit we will take a look at these two major forces in our economy.

Objectives

1. You will be able to answer questions related to business and labor.

2. You will be able to explain how management organizes and directs business enterprise in the United States.

3. You will be able to explain the law of diminishiny returns.

4. You will be able to identify the risks that business must take in order to achieve profits.

5. You will be able to explain the important role of labor unions in American economic history.

6. You will be able to relate the price of labor to the for ces of supply and demand.

7. You will be able to changes in the Labor Force with growth and changes in the economy.

Pre-test

1. Why fo many businesses fail while some endure for generations.

2. What is "big business," and who controls it?

3. If the supply of labor is limited by the size of the population, wouldn't countries having a huge population have an advantage over sparsely populated ones? Explain.

4. Do labor unions really increase worker's real income, or are wage increases actually eaten up by higher prices and lost pay during strikes?

5. Should the government take a more active role in settling strikes in basic industries that appear to be crippling the entire economy?

Information Scrces
The Economic process Chapters 9and10 pp. 164-205

Activities

I. Answer the following questions and Identify the terms: 30 points

1. What is the central core of a business firm?

2. What functions do engineering and cost accounting perform for management?

3. State, in your own words, the law of diminishing returns.

4. What two reasons enable the law of diminishing returns to work?

5. Define fisk and uncertainty.

6. What are the advantages and the disadvantages of a sole proprietorship? Of a partnership? Of a Corporation?

7. What factors account for most small business failures?

8. How does a corporation raise capital?

9. What are the advantages and the disadvantages of holding preferred stock? Of holing common stock?

10. If a corporation is bankrupt, in what order are the assets of the corporation distributed?

11. Define the four meanings of profit as the economist sees them.

12. What is "Natural Law?"

13. How are wage levels determined?

14. What factors account for the wide fange of wage incomes in the United States?

15. What trend is reflected in the growth of white-collar workers and the decline in the numbers of blue-collar worlers?

16. What group will be most severely hit by automation?

17. What is the difference between a craft union and an industrial union?

18. What is industry wide bargaining?

Terms

Management	Industrial Unions
Stockholder	Blue-Collar Worker
Bond holder	White-Collar Worker
Capital Consumption	Craft Union
Bargaining power	National Labor Relations Board
Aggregate labor demand	Closed Shop
Collective bargaining	

II. The law of diminishing returns is illustrated in the following example.

A farmer is engaged in growing grapes. He employs one regular helper and seasonal helpers at harvest time. He finds that by adding suceessive units of capital in the form of fertilizer, his harvest increases according to the following scale

Units Added	Production	Amount of Increase
0	40 lbs.	
1	50 lbs.	10 lbs.
2	65 lbs.	15 lbs.
3	90 lbs.	25 lbs.
4	120 lbs.	30 lbs.
5	155 lbs.	35 lbs.
6	195 lbs.	40 lbs.
7	236 lbs.	41 lbs.
8	276 lbs.	40 lbs
9	315 lbs.	39 lbs.
10	353 lbs.	38 lbs.
11	390 lbs.	37 lbs.
12	426 lbs.	36 lbs.

Indicate the point of diminishing returns in this illistration (the point at which the additional unit of Fertilizer increases production less than the one preceding it).

Why would it be advisable for the farmer to stop adding units of Fertilizer when reaching this point?

If the Farmer wants to continue increasing production, then he should work out a new "mix" of resources, by adding what? (Turr in your results) (20 points)

III. Survey at least one business in your community or area and determine what type of organization they have chosen: Sole proprietorship, partnership, or corporation. If possible, give a brief history of the business and note how it has grown in size and complexibility. How is specialization evident in the business? Why has the manager or owner chosen the particular mix of productive services which he uses? Turn in your results. (15 points)

IV. Complete and turn in <u>two</u> of the following projects: (15 points)

1. Do some library research on the proposal, "Our monopoly legislature is vague, ineffective, and contradictory. It should be repealed and replaced and repealed by one clear, definite law that sums up the policy toward monopolies." You should present the views of those who want a stronger law as will as of those who desire less restraint on monopoly. Also include the viewpoints of consumers and small business.

2. Prepare a chart for class displat to illustrate (a) advantages of mass production or (b) methods of business combination.

3. Collect newspaper articles about current or recent strikes and report on their causes and effects.

4. Make a collection of current help-wanted advertisements printed in mewspapers. How do you account for the differences in wages offered for various types of work? What is the proportion of jobs in goods-producing and service indestries represinted in your collection?

5. Arrange an interview with an official of a local union to find out how to become a member and what services the union provides.

6. Draw a cartoon or chart to show what has been done by unions, employers, and the government to safeguard the well-being of workers.

7. Write an editorial on the responsibilities of union members in promoting democratic and fair union practices.

<u>Evluation (100 points)</u>

Quest Opportunities

1. Prepare a chart listing the rights of common stockholders preferred stockholders, and bond holders of a corporation. (10-20 points)

2. Interview owners of small local businesses to find out if they have encountered problems in completing with large firms. Turn in your results. (10-20 points)

3. By doing research in current publications, prepare a report on one of the following propositions:

   (a) "Right-to-work laws should be repealed."

   (b) "the Taft-Hartly act should be amended"

   (c) "Political activity by unions should be progibited."

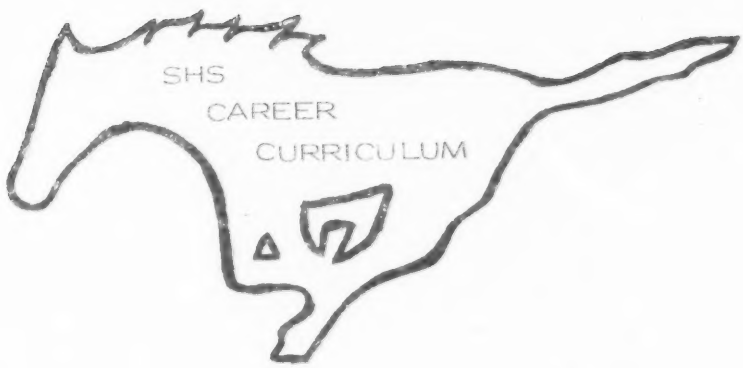
   (d) " The activities of unions are harmful to nonunion workers." (10-30 points)

SAHUARITA HIGH SCHOOL

CAREER

CURRICULUM

PROJECT



COURSE TITLE: THE FREE ENTERPRISE SYSTEM

PACKAGE TITLE: UNDERSTANDING TAXES
UNIT #9

BY

W. L. GENTNER

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I. Rationale

II. Section #1

A. Objectives

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C. Special Instructions

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III. Section #2

A. Objectives

B. Information Sources

C. Special Instructions

D. Activities

E. Evaluation

F. Quest Opportunities

UNDERSTANDING TAXES

Rationale

You, the youth of our country, represent a rapidly increasing productive and influenetial segment of the economy. As you earn more money from part-time jobs you are increasing your buying power, status, and freedom. For many of you, this money brings a corresponing responsibility of filing an income tax return. For many others of you who have not yet had to file an income tax return, the obligation is sure to be yours when you begin your work careers.

Understanding taxes has been prepared to help you fulfill your role as a taxpayer. First, it will inform you of the rights and responsibilities of taxpaying citizens; Second, it will help you learn how to prepare and file income tax returns. Our tax system is based on voluntary compliance--that is, each person files a return and pays a tax, which is his share of the costs of providing the democratic Government under which we live It is hoped that this unit will help you to become well informed taxpayers.

Section #1

Objectives

1. You will be able to demonstrate who must file a tax return.
2. You will be able to complete a Form W-4.
3. You will be able to complete a Form W-4E.
4. You will be able to fill out a Form W-2.

5. You will be able to apply for a Social Security Number.

6. You will be able to prepare Form 1040 for a refund with income under $1,700.

Information Sources

Understanding Taxes Chapter 1, pp. 6-9

Parallel Readings

Pub. 17, Pub. 532 - "Tax Information for Students and Parents"

Special Instructions

Since each activity is important to the understanding of the material in this assignment, you are expected to participate in each one. Evaluation will be based on the study activities in this package.

Activities

I. From the assigned readings, answer the following questions. (15 points)

1. How do you know whether you are required to file a Federal income tax return?

2. What is Form W-4 and how is it used?

3. Under what circumstances would you fill out a W-4E Form?

4. What is the importance of a W-2 Form?

5. How do you get your Social Security number?

6. If you earned less than $1,700 on a part time job you held during the past year and your employer withheld income tax from your wages, how do you get a refund?

II. View transparancies and participate in discussions of each of the following forms?

1. W-4
2. W-4E
3. W-2
4. 1040

When you take your first part-time or summer job, you will be moving a step toward becoming a taxpayer. Even though you may not earn enough to require you to file a Federal Income Tax Return for the year, you will become familiar with certain forms and procedures that apply to all employed persons.

In this unit you will find a copy of these forms. At this point you should know the purpose of each - IF NOT, you had better see the teacher before moving on.

III. From the materials you have covered, solve the following tax problems. (20 points)

1. During his summer vacation, Joe, single and not head of household, worked for 9 weeks at the Super Service Station. His total wages were $378, and his employer withheld $18.90 for Income Tax. He had no other income. How much of a refund will he receive?

2. Tom, single and not head of household, worked evenings at the Corner Drug Store. His total wages were $800, and his employer withheld $32 for Income Tax. What is the amount of his Income Tax Refund?

IV. Below are nine sets of figures representing samples of total wages and Federal Income Tax withheld. Your teacher will assign one of them to you. With information assigned, fill out the reproduction of Form 1040. Use tax table to determine the Tax liability. Assume this is your own return, that you are "single, not head of household", and that you were employed for 12 weeks by the Apex Company and you did not file Form W-4E. (15 points)

	Total Wages	Federal Income Tax Withheld
Problem No. 1	$ 450	$ 12.00
Problem No. 2	480	19.20
Problem No. 3	504	25.20
Problem No. 4	552	36.00
Problem No. 5	600	49.20
Problem No. 6	690	72.00
Problem No 7	990	133.20
Problem No 8	1,470	226.80
Problem No. 9	1,590	252.00

Quest Opportunities

1. Prepare a bulletin board display illustrating the variety of Federal Taxes.

2. Keep a notebook of any newspaper items about taxes that you see during the filing period.

Section #2

Objectives

1. You will be able to determine the correct withholding exemptions.

2. You will be able to determine whether to itemize deductions or to use tax tables.

3. You will be able to figure the correct tax using the tax tables.

4. You will be able to compute tax on page 2 of Form 1040.

5. You will be able to list deductions on Schedule A.

6. You will be able to prepare Form 1040 for a refund with income under $1,700.

Information Sources

Understanding Taxes - Chapters 2 and 3 pp. 10-16 (Pub. 2., Form 1040) and Schedules which will be handed out to you.

Parallel Readings

Pub. 17

Special Instructions

Since each activity is important to the understanding of the material in this assignment, you are expected to participate in each one. Your Final Evaluation for this unit will be a sample tax problem given to you by the teacher.

Activities

I. From the assigned readings answer the following questions. (15 points)

   1. Can your parents claim an exemption for you in their income tax return if you earn over $625 and are over 19 years of age?

   2. How do you claim the percentage standard deduction if your income is less than $10,000?

3. When should you itemize your deductions?

4. Is there a limitation on the amount of the percentage standard deduction you may claim?

5. Can you deduct contributions to your church? To the Red Cross?

6. Is a student who earned $1,750 in 1970 required to file an income tax return?

II. View Transparancies.

1. Form 1040 page 2

2. Schedule A

3. Tax Tables

4. Tax Rate Schedule

III. From the materials you have covered in this unit, solve the following tax problems. (25 points)

1. Dan, who is 18 years old, single and not head of household, worked for the Paragon Builders, Inc. for 12 weeks during the summer vacation. He earned $1,756.80 and his employer withheld $290.40 for income tax. He had no other income and his parents contributed more than half of his support. What is the amount of his income tax refund?

2. Bob is a part-time musician and played with a musical group for 12 weeks during the summer. He is single and not head of household. He earned $1,920 and his employer withheld $333.60 for income tax. What is the amount of his income tax refund?

3. John, single and not head of household worked in a retail store for 3 months during the summer, for $700 a month, paid semimonthly. He had no other income. His employer withheld $352.80 for income tax What is the amount of his income tax refund?

IV. Based on the information given in the problem below, prepare a joint income tax return for Douglas and Virginia Hale on the blank Form 1040. Prepare them on the basis that will result in the smaller tax liability, either itemizing deductions or taking the standard deduction. (35 points)

Douglas Hale is production superintendent for Electonic Manufacturing Company, Hometown, Little County, Illinois. Douglas, his wife, and their two children, Bryon and Susan, live at 4501 Aspen Drive, Hometown.

During the past year, Douglas received wages of $12,500, which included a $500 bonus. His company withheld $1,693.20 income tax and $374.40 Social Security tax from his wages. His Social Security number is 091-28-9542. His wife, Virginia, is not employed at a regular job, but she did work for 2 weeks at Boupuet Flower Shop in Hometown, so that regular employees could get their vacations last summer. She earned $90.00. Her employer withheld $10.20 for income tax and $1.32 for the Social Security tax. Her Social Security number is 053-23-7824.

Their son, Bryon, is 20 years old and a junior in college. He worked during the summer vacation and made $640, but he is saving all he earns to take a trip to Europe after graduation. Susan, their daughter, is in high school and earned no money during the year. Douglas provided the entire support for his children.

During the year Douglas paid out the following amount that are deductable for income tax purposes:

First Church	$193.00
Community Fund	30.00
Red Cross	15.00
Heart Fund	25.00
Real Estate Taxes	175.07
State Gasoline Taxes	31.00
State Sales Taxes	189.00
Medicine and Drugs	110.00
Doctors and Hospitals	860.00

(Douglas has no hospitalization insurance)

Evaluation

A sample tax problem similar to Activity IV. (75 points)

Quest Opportunities

1. Check the Resource Center for the amount and kind of information availabe on tax questions. Report your findings to the class. (10-20 points)

2. Complete the crossword puzzle on taxes. (handed out by the teacher) (10 points)

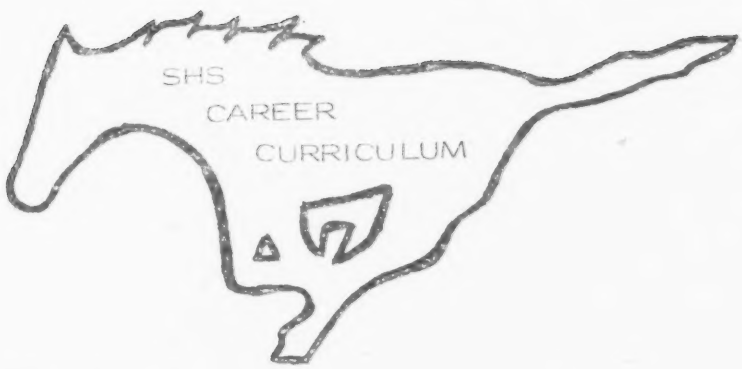
3. Keep a notebook of any newspaper items about taxes that you see during the filing period.

SAHUARITA HIGH SCHOOL

CAREER

CURRICULUM

PROJECT



COURSE TITLE: THE FREE ENTERPRISE SYSTEM

PACKAGE TITLE: UNEMPLOYMENT: A SOCIAL PROBLEM
UNIT #10

BY

W. L. GENTNER

CONTENTS

I. Rationale

II. Objectives

III. Information Sources

IV. Special Instructions

V. Activities

VI. Evaluation

VII. Quest Opportunities

UNEMPLOYMENT: A SOCIAL PROBLEM

Rationale

Unemployment is a pressing social problem. One of the nation's principal methods of combatting its adverse effects on workers and the economy is unemployment insurance.

Many questions and misconceptions exist about the nature of unemployment and about the role and operation of the nation's unemployment insurance program.

The purpose of this unit is to answer these questions and to correct misconceptions. It is hoped that this material will help you become better informed about unemployment and unemployment insurance and how this nation meets a basic social problem which confronts all industrial nations of the world.

Objectives

1. You will be able to define unemployment as a pressing social problem.
2. You will be able to distinguish how the United States meets a basic social problem.
3. Through participation in case studies you will be able to answer questions concerning unemployment and unemployment insurance.
4. Through case studies you will be able to determine who is eligible for unemployment insurance.
5. You will be able to identify the different ways decisions are made in specific cases of eligibility.

Information Sources

1. Unemployment is a Social Problem, pp. 1-31, Student Manuel

2. Class Handouts (from teacher)

3. Case studies (to be handed out)

Special Instructions

Your evaluation for this unit will be your activities. There will be no final exam.

Activities

1. View filmstrip.

2. Complete the following form: (15 points) Hand in your results.

3. Read the Section "Am I Elgible for Benefits?" In the student manuel which gives special attention to the question of eligibility. Examine the following three case studies: (write out your decisions on all three cases and be prepared to discuss them. Hand in your written decisions) (25 points)

4. Read instructions to the U.I. Simulation game. You will be assigned to a team of deputies, claimants, referees, clerk and scorekeeper and will play the U.I. game at least to the point where claimants make application for U.I. benefits. (10 points)

5. Complete the following Exploratory materials and hand in your results:

   Find the Flaw
   Crossword Puzzle
   Open Ended Statements

6. You will also be responsible for viewing the transparences and participating in class discussions.

Evaluation

Your activities will serve as your evaluation for this unit.

Quest Opportunities

1. Book Report. Book or magazine article report concerning Unemployment or Unemployment Isurance. Obtain book approval and report form from the teacher. (15-35 points)

PARENT, GUARDIAN OR WORKING ADULT INTERVIEW

You probably know at least one member of the work force very well, the wage earner in your own family. Here are some questions you might ask your parents or guardian in order to identify the problem of unemployment and its possible effect on your family.

Ask these questions of your parents or some other working adult in your home in such a way that you can make use of them in class.

1. What kind of work do you do? (type of industry, type of job, etc.)

2. Is this type of job covered by unemployment insurance?

3. If so, where does the money come from to support this program?

4. Is your type of work subject to layoffs, or loss of work?

5. What kind of difference would it make to your family if you were out of work for three weeks?

CASE STUDY #1
THE STRIKER

The Facts of the Case:

Mr. Howard Sorenson was employed as a proof reader in the composing room of News and Views, a local newspaper. Mr. Sorenson had worked for the newspaper for 12 years. Mr. Sorenson was happy with his job and had never been interested in joining a union or having a union represent him and his fellow workers at the newspaper plant.

Several unions, all affiliated with the International Typographical Union, began a drive for union membership and union recognition at his plant. An election was held and the union became the representative for all of the employees. The union and management were unable to come to an agreement with regard to wage increases and conditions of work and therefore the union called a strike.

Mr. Sorenson walked out with the other employees and refused to cross the picket line and come back to his job the next day. While he did not vote for the union nor had he voted to strike, he was still sympathetic with the union's objectives and did not want to antagonize his fellow employees by crossing the picket line.

Mr. Sorenson went down to the local State Unemployment Office and made application for unemployment benefits. He alleged that he was out of work through no fault of his own since he was not a card carrying union member and he had not voted to strike.

DOES HE QUALIFY?

ANSWER YES OR, AND STATE YOUR REASONS FOR YOUR ANSWER.

Note: Answers to case studies have been omitted. It is possible that each State could have a different law regulating these decisions.

Check with the local UI official for the appropriate ruling in each case.

CASE STUDY #2
RESPONSIBILITY OF EMPLOYER

The Facts of the Case:

Frank and Janet Keeton were both employed in St. Louis, Missouri in the Easy-Step Shoe Factory. Frank was a foreman and his wife was an inspector in the plant. The superintendent of the plant had been watching Frank, liked his work and called him in the office, telling him that they would like to have him transferred to the Kansas City, Missouri plant where he would be promoted to a general foreman's job. Mr. Keeton said that he would have to talk to his wife.

Mrs. Keeton indicated that she did not want to move unless the company would provide her the same type of job at the same wage level in Kansas City since Mr. and Mrs. Keeton were rather young, had no children and were used to living on the combined salaries. Mrs. Keeton was not trained for any other work and therefore she did not want to leave this job unless she had some assurance of another job of similar caliber in Kansas City.

Frank went back to talk to the plant superintendent and told him his wife's wishes. The superintendent then gave assurance to Frank and his wife that she would be hired as soon as there was work available for which she was qualified at the new plant. He indicated, however, that there was not a position open for her at this time.

Mrs. Keeton then quit her job as inspector at the plant in St. Louis and moved to Kansas City with her husband. Since there was no job available as inspector in the new plant, she promptly went to the local Unemployment Insurance Office in Kansas City and filed a claim for benefits. She alleged that she had left employment through no fault of her own since her husband had been transferred and it was necessary for her to accompany him to his new location. She also indicated to the interviewer at the local employment office that she had been promised work at the new plant and also that she had looked for work as a sales clerk and as a production worker, both of which were not really her line of work. She did inidcate however that she had worked at these positions right after she got out of high school.

DOES SHE QUALIFY?

ANSWER YES OR NO, AND STATE YOUR REASON FOR YOUR ANSWER.

Note: Answers to case studies have been omitted. It is possible that each State could have a different law regulating these decisions.
Check with the local UI official for the appropriate ruling in each case.

CASE STUDY #3
EMPLOYEE FIRED--THEN JAILED

The Facts of the Case:

Mr. George Moore was employed as a production manager at the Englewood Gear and Transmission Comapny. He had been employed there for six years.

One evening, Mr. Moore went to visit a friend who lived in a high crime area in the city. When Mr. Moore arrived at his friend's home, there was no one there and the door was unlocked. It was cold outside, so he decided to go inside and wait.

A neighbor saw him enter the home and called the police and they arrested Mr. Moore on suspicion of burglary. Mr. Moore was taken to jail where he spent the night. In the morning he was taken from jail to the city court where he pleaded not guilty. His trial was set for one month from that day and he was allowed to put up bail and go free until the trial date.

In view of the fact that he had to go to court, he did not get to work until 10 a.m. He normally reported for work at 7 a.m. When he came to work, his boss asked him where he was and Mr. Moore told him of the circumstance. His boss said, "You're fired. We don't want any crooks working here."

Mr. Moore then applied for unemployment benefits. He was denied by the local office on the basis that his work was terminated because of his misconduct.

DOES HE QUALIFY?

ANSWER YES OR NO, AND STATE YOUR REASON FOR YOUR ANSWER.

Note: Answers to case studies have been omitted. It is possible that each State could have a different law regulating these decisions.

Check with the local UI official for the appropriate ruling in each case.

FIND THE FLAW

Here are some statements about unemployment insurance. Something is wrong with each statement. Maybe one word is wrong, maybe the whole idea is wrong. Read each statement and find the flaw. State what is wrong in your own words. Correct the statement, if you can, or explain what is right.

1. It is the responsibility of the Federal government to decide how much money a worker gets.

2. Everyone who works is eligible for unemployment insurance.

3. If you lose your job, don't worry, your benefit check will just come to you.

4. All you have do is apply and you get your benefits.

5. Everyone gets the same amount of benefits.

6. The money for benefits comes from the public treasury or general fund of the government.

7. If they say no to your claim at the unemployment office, then you've had it. (Your claim is not allowed.)

8. While your benefits last, you get a vacation.

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OPEN-ENDED STATEMENTS

Here are some statements about Unemployment insurance. They are not complete. It is up to you to complete them. What do they make you think of? What do they make you want to say? There is no right or wrong answer. You may choose one or more of the statements to write about. After you have completed your statement, you might ask your parents the same question. Do their ideas differ from yours? What attitudes do they have about UI as revealed in the way they complete the statements.

THE PURPOSE OF UNEMPLOYMENT INSURANCE IS.....

UNEMPLOYMENT INSURANCE IS VALUABLE TO A PERSON BECAUSE.....

OUR SOCIETY NEEDS UNEMPLOYMENT INSURANCE IN ORDER TO.....

UNEMPLOYMENT INSURANCE COULD AFFECT ME BECAUSE.....

THE ECONOMIC EFFECTS OF UNEMPLOYMENT INSURANCE ON A COMMUNITY

Here is your chance to show want you have learned about the effect of unemployment insurance on the entire community. You can also show that you know how UI works within a community. We are not concerned only with the individual worker, but with the entire community.

1. Harpersville has about 5,000 workers. If its unemployment rate is 6% of the total number of workers, how many workers are unemployed? In your opinion, what effects will this have on the town of Harpersville?

2. Gorman City is a much larger city with a work force of 850,000. There, also, 6% of the workers are unemployed. Does unemployment have as much effect on the community in Gorman City as it does in Harpersville?

3. List and explain the differences it will make to the communities involved if these unemployed persons are covered by Unemployment Insurance.

4. Now, can you judge the effect of unemployment on your own community? You will need certain data such as population, how many workers in your town, average wages, etc. Assume that one of the major industries in your community is forced to close down for a long period of time, but does expect to reopen at a later date. What effect would this have on your community? How would UI help? Would this situation be different if the industry was closing permanently? Why? Could UI help in this case?

SAHUARITA HIGH SCHOOL

CAREER

CURRICULUM

PROJECT

COURSE TITLE: THE FREE ENTERPRISE SYSTEM

PACKAGE TITLE: BECOMING ECONOMICALLY INDEPENDENT
UNIT II

BY

MR. GENTNER

Contents

I. Rationale

II. Objectives

III. Information Sources

IV. Parallel Readings

V. Special Instructions

VI. Activities

VII. Evaluation

VIII. Quest Opportunities

Becoming Economically Independent

Rationale:

Every individual makes economic decisions constantly. At this time in your life you, too, are faced with some fundamental economic problems. This unit deals with one of these problems, that of choosing a job and becoming economically independent. Choosing a job is one of the most important decisions that you will ever have to make.

Assignment #16
Becoming Economically Independent
(2 weeks)

Objectives:

1. You will be able to identify seven major satisfactions of working.

2. You will be able to list and explain, in writing, the three approaches in determining what kind of a person you are.

3. You will be able to relate self knowledge of yourself with wise vocational choice.

4. You will be able to identify with people who have succeeded and excelled in the field of your interest.

5. You will be able to gather information and data, evaluate them and put them together into a mental picture or concept which can be used in making a decision concerning a vocation.

6. You will be able to list seven agencies which will help you locate a job.

7. You will be able to list five family problems caused by changes in our ways of living and working.

8. You will be able to define the term standard of living and set realistic goals concerning your own future.

9. You will be able to identify vocabulary terms associated with an occupation.

Information Sources:

Challenges for a Free People pp. 191-219, 223-227

Parallel Readings:

Modern Sociology pp. 147-162
Government in Our Republic pp. 530-556

Special Instructions:

1. Answer all study questions and vocabulary terms.
2. Participate in all activities.
3. Activities I - IV will require a folder in which you will put the requested materials.

Activities:

I. Answer the following study questions and identify the following terms: (30 points)

1. The happiest workers are those who get the most satisfaction from their jobs. List the major satisfactions of working.

2. List and explain the three approaches in determining the type of person you are.

3. List the four principle sources from which you can get inform tion and facts concerning occupation.

4. List six things you need to know about the occupation you are considering.

5. List seven agencies which will help you locate a job.

6. List five family problems which are caused by changes in our way of living and working.

7. Define what is meant by the term standard of living.

8. What are some of the things considered today to be essential to everyday life?

9. List four principles which will help you determine your general goals concerning your future standard of living.

Vocabulary Terms:

white-collar worker
blue-collar worker
professional
semiprofessional
managerial
clerical
service occupation
skilled workers
semiskilled workers
unskilled workers
manual dexterity
apprentices
journeymen
trade unions
personal-data sheet

II. Self-Appraisal

Make a list of the kinds of activities you enjoy when you are free to do as you please. You should keep these questions in mind as you make up the list: Do you like to be alone or with people? Do you like to work with your hands or with words and ideas? What school subjects do you like the most and why? Do you like to meet new people, have new experiences, work with machinery, be out of doors? After you have made your list, see if it reveals anything about the kind of person you are or the kind of work which would most likely interest you and made you happy. Hang on to this list as you will need to refer to it in a later activity. Put this information in a folder. (10 points.)

III. Appraisal by Others

It is difficult to see yourself as others see you, hence, it is necessary to get opinions of others. After all, the work you do will be performed with and for others, and your success and satisfactions will depend on their opinions. On this list could include the following:
(15 points)

A. Teacher evaluation--Grades provide a valuable source of information, because they represent the judgement of teachers concerning your aptitude and ability. Study your own grades to see if they give you any vocational guide.
B. Student appraisal--You might ask other members of the class to evaluate your successes and failures in such activities as: clubs, sports, class plays, student government, debate or musical organizations, and an honest evaluation of your ability to get along with fellow students. Put this information in your folder.

IV. Appraisal through Tests

From the tests you have taken, your counselor can tell you estimates of your potentialities, inclinations, weakness and strengths. Frequently the scores provide hints and clues to interests, and aptitudes unknown to the student. Put this information in your folder. (15 points.)

V. You should now have a good picture of your interests, abilities, aptitudes, and personality strengths and weaknesses, all of which need to be considered in making a wise vocational choice. Now draw up a balance sheet and list the assets and liabilities which have been revealed in

this search for self knowledge. Answer the following: (15 pts.)

A. How do your abilities as revealed by the tests agree with your interests as you recognize them?
B. How can you use this new self-knowledge?
C. Are you currently us[illegible] most of your abilities?

Now with these answers in your folder with the other information, hand it in to be checked over by the teacher

VI. You are to conduct an informal survey and compile the results. The person you survey is to be a person in the vocational field of your interest. The survey may be in the form of a personal interview, questionnaire by mail, or interview by phone. The following information should be included in your survey:

A. Name
B. Address
C. Present Position
D. Place of Birth
E. Educational Background
   Public Schools
   Colleges: Universities
   Degrees Earned
F. Family Background
G. Awards and Honors
H. Important Organizations you belong to
I. List Main Previous Positions held
J. What advice would you give the youth of today?
K. How do you feel about the value of education?
L. What factors contributed to your success?

You will be responsible for compiling the results and reporting them to the class and turning them in. (25 points.)

EVALUATION (100 points)

Quest Opportunities:

1. Classifications and descriptions of the work performed in 30,000 odd jobs to be found in the United States are listed in the Dictionary of Occupational Titles, Parts I and III. List the classifications and descriptions of work performed in the vocation of your interest. (15 points.)

2. Look in The World Almanac or Statistical Abstract of the United States and see how many workers are employed in the vocation of your interest. A bar graph showing either the total number of workers or the percentage of the labor force in each classification would help you to see how the labor force is divided. (15 points.)

3. One of the ways to attain poise and confidence in the employment interview is to practice interviews. Arrange a series of social dramas in which each of you plays the role of an employer or employee. Practice entering the room, introducing yourselves, discussing your qualifications, asking about job opportunities, termininating the interview, and leaving. After each skit, discuss the good and bad things about the interview. If necessary, replay the interview, using the suggestions for improvement. The video-tape could be used for self-evaluation. (10-25 pts.)

4. Using clippings from newspapers, magazines, and similar sources, prepare a bulleting board display on vertical mobility in the present-day United States. (10-25 points.)

5. Interview a number of parents of younger children. Ask the parents what they hope their children to achieve in life. Without using actual names, explain to the class how your findings relate to sicial mobility. (10-25 pts.)

6. From the approved reading list choose appropriate career materials which will furnish you with additional vocational information. Briefly report, in writing, on materials read. (10-25 points.)